

Curriculum, Instruction and Assessment for Today's Language Learner



Laura Terrill

WAFTL – October, 2015

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



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What are your goals for the workshop?

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This will be a successful workshop if I can....



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Workshop Goals:

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1. Determine meaningful standards-based contexts for learning
2. Explain the differences between performance and proficiency and keep both in mind when designing performance tasks and consider strategies for feedback
3. Implement strategies for each mode of communication and
4. Design lessons to maximize student learning

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lterrillwafit.wikispaces.com

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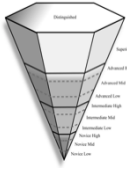

Backward Design

Identify desired results – What are the goals?

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How well? →

What? →





**WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES**

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Performance

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Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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NCSSFL-ACTFL Global Can-Do Benchmarks

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	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal

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Text Type

Quantity and Organization of Language Expands

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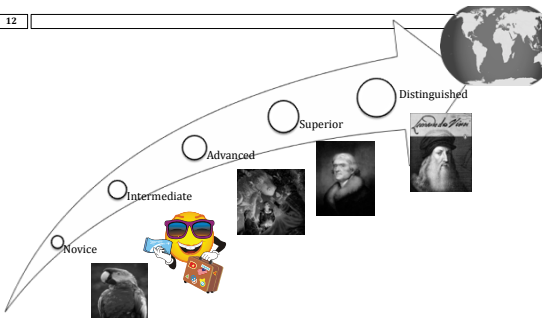
- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



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Continuous growth toward proficiency

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Proficiency



Proficiency


- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

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World-Readiness Standards for Learning Languages



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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.		
	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		

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CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Backward Design – Units and Lessons

Identify desired results
 What are the goals?

↓

Determine acceptable evidence
 How will you and learners know they reached the goals?

↓

Plan learning experiences and instruction
 What does it take to get there?

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Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

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Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food	Global Challenges	
Travel	Science and Technology	
Daily Routines	Contemporary Life	
Family	Families and Communities	
Houses	Beauty and Aesthetics	
Me and my friends	Personal and Public Identities	

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Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food	Global Challenges	What is hunger?
Travel	Science and Technology	Why do we explore?
Daily Routines	Contemporary Life	What is a healthy lifestyle?
Family	Families and Communities	What is a family?
Houses	Beauty and Aesthetics	How much space do we need?
Me and my friends	Personal and Public Identities	Who am I?

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Global Challenges: Food and Hunger

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Global Challenges: Food and Hunger

What is hunger? What is a healthy diet?

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Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.



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Student Can-do's

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I can	Yes	With some help	Not yet
ask and answer questions about food and hunger			
talk about likes and dislikes concerning common and international foods			
identify where certain foods are from and identify key ingredient(s)			
ask and answer if they would like certain dishes and give reasons			
explain where and why hunger exists in the world			
explain how they make good / poor food choices			
explain how they make good / poor food choices			

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ACTFL Integrated Performance Assessment

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Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational

Students engage in the presentational mode by sharing their research/ ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

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Summative Performance Tasks

Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?

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<p>Interpretive Mode</p>	<p>Interpretive Mode</p>	<p>Interpretive Mode</p>
<p>COMMON CORE STATE STANDARDS INITIATIVE</p> <p>PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER</p>		
<p>21st Century Skills</p>	<p>Communication – Collaboration – Creativity – Critical Thinking</p>	
<p>Presentational Mode</p>	<p>Interpersonal Mode</p>	

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Summative Performance Tasks

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<p>Interpretive Mode</p> <p>Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.</p>	
<p>Presentational Mode</p> <p>Project: Students will create a public service announcement to address nutritional and / or hunger issues in their community. On-Demand: You are so proud of yourself....a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day and compare them to those of the target culture...</p>	<p>Interpersonal Mode</p> <p>Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.</p>

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Living in the City

EQ: What is the ideal city?

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Contemporary Life: Life in the City

What makes an ideal city?

29

Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.

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Learning Target – Name places that are found in and near cities

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Hear the conversation you want students to have. Do not teach the conversation.

- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to the beach.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

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Vocabulary: Imagine the conversation.....

31	All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.	
	Describe a city	
	Comment est la ville?	What is the (city)like?
	Elle est/ La ville est...	It is....
	Grande, petite, moyenne	Big, small, medium sized
	Y a-t-il....	Is there....? Are there....?
	Il y a.... Il n'y a pas de....	There is / There isn't....
	Il y a un fleuve. Il n'y a pas de fleuve.	a river.
	un château, pas de château	a chateau.
	une école, pas d'école	school.
un café, pas de café	cafe.	
un restaurant, pas de restaurant	restaurant.	

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Toolbox

Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
Identify places in a city	There is, there are Definite articles	Names of typical buildings compass directions prepositions of location descriptive adjectives public transportation city related activities
Ask for and follow directions within a city	Commands (interpretive) Concept of "to the"	*****
Describe places in a city and what I do there	Adjective agreement and position, Present tense	Winding streets City walls City center/Old city Middle Ages "ville fleurie" Flowered city
Identify traits associated with cities in urban, suburban and rural settings		
Express preferences with reasons about what cities to visit, where to live	I prefer....because I think....	
Make comparisons between cities in the US and cities in France	Comparatives - less, more as	
Promote "my" city as the ideal place to live	Commands, You can, you should, you have to	

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The Stories of our Lives

Toolbox		
Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
explain how stories are told in different mediums		*genres of literatures, movies, music, art
support an opinion about you like/don't like a particular movie or type of story	I think that It seems that I believe that	*emotions *character traits *personality traits
retell the story of legends, myths, and/or movies	preterite, imperfect	*movie vocabulary - star, protagonist, special effects, sequel....
discuss characteristics of a film		
trace the development of a character in a story or film; describe characters in detail	description - personality and character traits	
react emotionally to a story or film	I was shocked, surprised, impressed..	
identify cultural elements in stories or films		

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Using the target language

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By DOUGLAS GROSS

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And providing comprehensible input

35

What makes a book comprehensible to a 2-year old child in his first language?

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ACTFL Webinar - Spring 2012
Tara Fortune

Making Input Comprehensible

Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> Visuals Graphics Realia Pictures Graphic Organizers Manipulatives 	<ul style="list-style-type: none"> Exaggerated pronunciation Slower than normal speech Purposeful pauses Intonation Enunciation Slowed speech for emphasis Key word emphasis 	<ul style="list-style-type: none"> Gestures Facial expressions Pantomime Demonstration Routine Context clues

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Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



Plus besoin de faire ses lacets avec cette invention

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Selecting Authentic Text

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Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, **with strong visual support.**

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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Ouiin! Mais que se passe-t-il?

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Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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Complex Thinking — Simple Language

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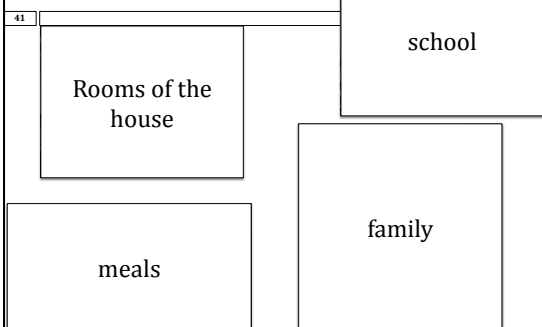
No soy un abrigo.

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Helena Curtain

Create a global mindset.....

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Quel est le problème?

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
* Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
* Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
* Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
* Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
* Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
* Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

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Making Authentic Text Comprehensible

45

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Practice in target language; assess in English

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Comment dit-on.....
How do you say.....

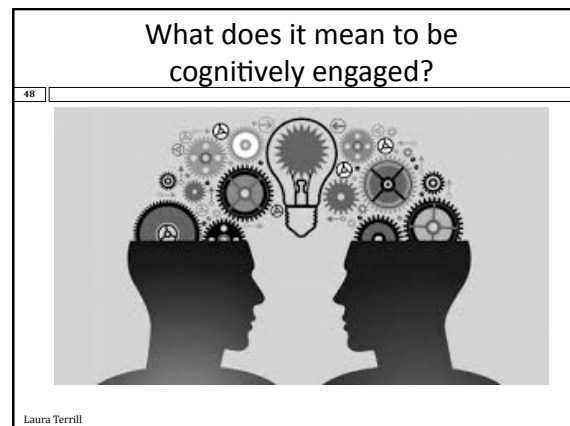
Cherchez les mots qui indiquent.....
Find the words that indicate.....

- une quantité de coca (an amount of coke)
- pas toutes les profiteroles (not all the profiteroles)
- une sauce blanche (a white sauce)
- Quelquechose de jaune qui va souvent avec un hamburger (something yellow that often goes with a hamburger)
- La nourriture qui exige plus de deux heures de marche pour éliminer les calories (the food that requires more than 2 hours of walking to get rid of calories)

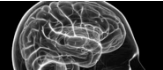
Quelle est l'idée principale?
What is the main idea?

- La différence entre les hommes et les femmes (difference between men and women)
- Une comparaison entre les calories et l'activité (A comparison between calories and activity)
- La nourriture qui est de mauvaise santé (food that is unhealthy)

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21st Century Skills



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"Intellect works in concert with feeling, so if I hope to open my students' minds, I must open their emotions as well."
Parker Palmer

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Teaching vs Learning

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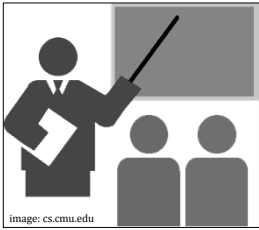


image: cs.cmu.edu


Teaching is what occurs outside of the head.

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Ruby Payne

Teaching vs Learning

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Learning is what occurs inside the head.


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Ruby Payne

Interpretive Mode

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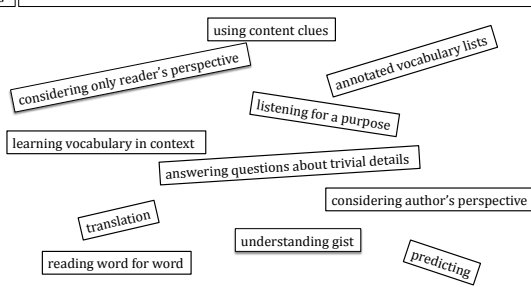
Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication is.....

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Interpretive Communication....

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is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Before Reading

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- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

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- Guided
- Active
- Silent
- Individual

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After Reading

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- clarify
- reinforce
- extend knowledge

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Families and Communities: Family and Friendship Who is family? Why are we social beings?

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Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Ils sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Process:

1. Students read text silently and write one or more questions that can be answered in the text.
2. Students pair and ask each other their questions.
3. Teacher asks non-volunteers to share a question, may write correctly as student asks question.
4. Students think and share answer with partner; teacher selects non-volunteer to answer.
5. Process continues.
6. Teacher may ask questions to address parts of the text that are essential that have not been addressed.

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Cameroun: un jour dans la vie d'une réfugiée Centrafricaine



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Proof for		Proof against
	La famille de Binta habite au Cameroun.	Non, la République centrafricaine
	Leur village s'appelle Mbile.	
	Ils sont pauvres.	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.

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Global Challenges: Education
Why can't all children go to school?

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Un enfant réalise son rêve grâce à une photo

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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Inferencing

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1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

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visualthinkingstrategies.org

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

65



Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

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Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippines travaillent ou mendient au lieu d'aller à l'école.

Students select 3-4 important words and explain why.

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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Global Challenges: Consumerism

EQ: What is responsible consumerism?

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Made in Bangladesh

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Day 1 - Brainstorm

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Brainstorming

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Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.

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Made in Bangladesh

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Before seeing the video....

Sentences in target language. Try to use cognates and circumlocution as much as possible at this point. Then, if you want them to have a specific word like "sewing" connect it to the cognate or definition you use in the either/or activity.

- She works in the US or in Banglesh.
- She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- She makes clothes or she makes computers.
- She likes her work or hates her work.
- The boxes stay in Bangladesh or go to many countries.

Show the video in chunks at this point. Stop and have them retell the story in their own words.

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Assessment of Learning

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City Life

Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

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Interpretive Mode Students will identify places in a city based on written and/or oral directions.	Interpretive Mode Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.	Interpretive Mode Students will read tourist information written for people planning to visit the city and use that information to determine where to go.
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Communication - Collaboration - Creativity - Critical Thinking

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Consumerism
EQ: What is responsible consumerism?

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La adicción a las compras

74

LA ADICCIÓN A LAS COMPRAS es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problema.

Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problem.

Laura Terrill

ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

75

- ☐ Key Word Recognition (*English to Target Language*)
- ☐ Main Idea(s)
- ☐ Supporting Details
- ☐ Organizational Features
- ☐ Guessing Meaning from Context (*TL to English*)
- ☐ Inferences
- ☐ Author's Perspective
- ☐ Comparing Cultural Perspectives
- ☐ Personal Reaction to the Text

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Key Word Recognition

76

Find the following Spanish words in the article.

1. impulse
2. useless
3. vacuum
4. tolerate
5. unplanned
6. among the causes
7. self-esteem
8. necessity

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

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Main Idea

77

What is the main idea of this article? Answer in English.

Strong Comprehension	10	Identifies the complete main ideas(s) of the text.
Meets Expectations	9	Identifies the key parts of the main ideas(s) of the text but misses some elements.
Approaching Expectations	8	Identifies some parts of the main idea(s) of the text.
Minimal Comprehension	7	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
No Comprehension	5	Does not provide a response.

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Supporting Details

78

Check each detail that is mentioned in the article (not all are included). Copy the information that is given for each detail you have checked.

1. Those who shop to excess often incur debt. _____
2. Compulsive shoppers shop out of emotional necessity. _____
3. Compulsive shoppers usually buy more and more each time. _____
4. Shopping gives some people a rush of adrenaline. _____
5. Compulsive shoppers have trouble dealing with frustrations and problems. _____
6. Compulsive shoppers buy items that are not needed. _____

Strong Comprehension	10	Identifies all supporting details in the text and accurately provides information from the text to support these details.
Meets Expectations	9	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
Approaching Expectations	8	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
Minimal Comprehension	7	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
No Comprehension	5	Does not provide a response.

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Guessing Meaning from Context

79

Based on this text, write what the following words/expressions probably mean. Give your answer in English.

1. la gratificación **deriva**
2. un **pensamiento** irracional
3. la **falta** de autoestima
4. tener un **exceso**
5. generar **deudas**
6. **soportar** frustraciones

Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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Inferences

80

Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
No Comprehension	5	Does not provide a response.

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Cultural Perspectives

81

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

Strong Comprehension	10	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
Meets Expectations	9	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
Approaching Expectations	8	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
Minimal Comprehension	7	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.
No Comprehension	5	Does not provide a response.

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IPA Interpretive Comprehension Literal Comprehension

82

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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IPA Interpretive Comprehension Figurative Comprehension

83

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.

Laura Terrill

Interpretive Listening

84

French



What do you know about Albam? Check all that apply.

- ___ She is a professor.
- ___ She is 24.
- ___ She does not have children.
- ___ She likes sports.
- ___ She often goes to the gym.
- ___ She lives in Paris.

Are you likely to be friends with Albam? Why or why not? Justify your answer with information from the text.

Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3.

What one question might you ask to get to know him better?

Laura Terrill

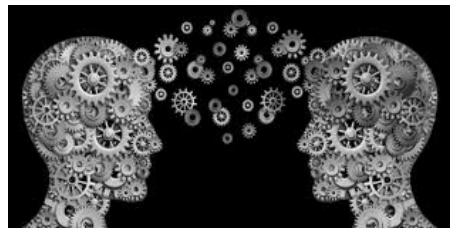
Key Word Recognition

85

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

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86

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Presentational Mode

87

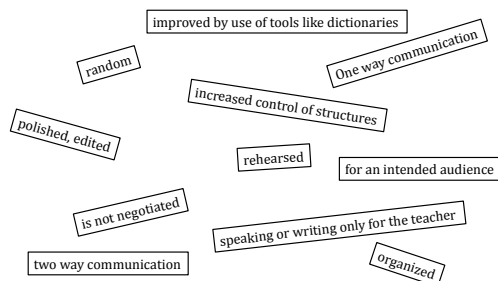
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Laura Terrill

Presentational communication is.....

88



Laura Terrill

Presentational Communication....

89

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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Writing is Thinking

90



Writing Makes Thinking Concrete

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Writers consume more than they produce.



- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader's attention. Think about how you might use a certain technique.

Laura Terrill

Less is more?



<http://www.sixwordmemoirs.com>



<http://www.101words.org/>



<http://flashfictiononline.com/main/>

<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

Laura Terrill

Six Word Memoirs



sometimes a teacher, always a learner

by **in** P76 at Ajman Academy | Comment |



school is where you learn stuff

by **Cole** in Creative Writing at International Ivy | Comment |



happy pets nice family and friends

by **Lian Roland** in Creative Writing at International Ivy | Comment |



Why am I the only one?

by **Lily S. in** Creative Writing at International Ivy | Comment |

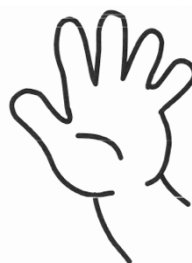


I caught a fish. Never mind.

by **Amanda Werner** in Creative Writing at International Ivy | 1 comment |

Laura Terrill

Generating Ideas



- Student's trace hand on paper.
- They write the important topic on the palm of the hand.
- They write 5 facts about the topic on each finger.
- Students pair with a partner to share their outline.

Laura Terrill



HOUGHTON MIFFLIN HARCOURT
Education Place

95

Storyboard Chart

Write your topic at the top. Add details in the middle space. Add a concluding sentence at the bottom.

Ice Cream Cone

Write your topic on the cone. Add details in order on each scoop.

Notes as perspective of someone else

Describe the character and at least one detail. Describe the situation in the situation. Describe the character's reaction to the situation.

Storyboard Chart

Write your topic on the chart. Add details in order on each box.

Laura Terrill

eduplace.com/graphicorganizer/spanish/

Big People



- Trace a major character.
- Write notes about the character inside the body.
- Draw arrows outside the body.
- Add specific events and page numbers.
- Use as source for ideas.

Laura Terrill

Deborah Dean

97

Sentence Fluency

because
The neighbor
often
down who were


"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

Ruth Culham

Laura Terrill

98

Write 5 sentences about summer.....




It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrill

99


Teach transitions



but	also
and then	still, always
at first	as, like
however	for example
often	in this way
later	suddenly
perhaps	because
by the way	especially
on the contrary	in any case
and	finally
briefly	now

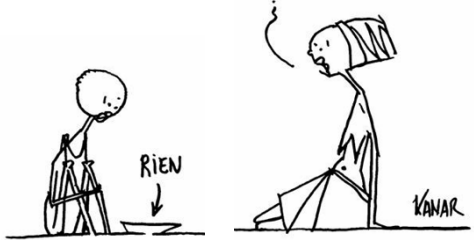
Laura Terrill

100



Laura Terrill

101



Laura Terrill

102

Pense un peu à tous ces malheureux obèses qui ont trop à manger !



Laura Terrill

<http://sousalimentation.canalblog.com>

Two Voice Poems

103

An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear
I eat fish
I must swim for my food
But I can't swim forever
When I get tired
I depend upon

ice caps.

Voice #2:

I am an SUV
I guzzle petroleum
People pump mine
I burn gas pretty fast
When I pollute
I begin to destroy

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

Laura Terrill

An unusual event.....

104

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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105

It was a dark and stormy night when Zapata met El Chupacabra.

—
—
—

Sadly Zapata learned too late that nightmares do come true.

Laura Terrill

La Guernica

106



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R.A.F.T.S. — La Guernica

107

persuade, analyze, create, predict, compare, defend, evaluate

Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

Laura Terrill

A few of my favorite things....

108

Select 10 of your favorite items. Identify where they were made on a world map. Research one of your items and tell its story. Show where it comes from and include the material and physical costs of the item. Explain how the item promotes or does not promote responsible consumerism. Explain why this item is important to you.



J'ai une assiette qui vient de Quimper en Bretagne....

J'ai un ordinateur qui vient de Chine....

Laura Terrill

Quick Write

109



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

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Conventions

110



"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

Ruth Culham

Laura Terrill

Learning a language is like learning.....

111



Laura Terrill

Conventions

112

Correct use of all conventions	⇒	Risk-taking
Writing errors are bad, they are indicators of failure	⇒	Writing errors are good, they are opportunities for instruction

"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham

Laura Terrill

Grammar Continuum

113



Deduction	Guided Induction		Induction
	Explicit	Explicit	Implicit
Rules	Metalinguistic Awareness	Input Enhancement	Structured Data
			Frequency

<http://coerll.utexas.edu/methods/modules/grammar/03/>

Laura Terrill

Write to incorporate structures.

114



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits



Laura Terrill

Great Art of France: Virtual Visits

115



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

Laura Terrill

Yesterday – Today - Tomorrow

116

What did you do?



What are you going to do?

What are you doing?

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City Life

Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

117

Interpretive Mode
Students will identify places in a city based on written and/or oral directions.

Interpretive Mode
Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.

Interpretive Mode
Students will read tourist information written for people planning to visit the city and use that information to determine where to go.

Communication – Collaboration – Creativity – Critical Thinking

Presentation Mode

Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.



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Presentational Rubric

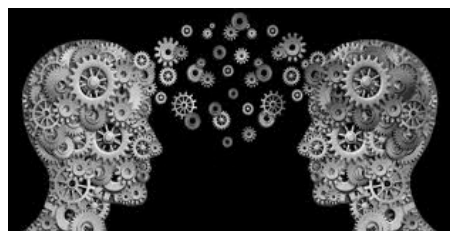
	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reveal a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.

Laura Terrill

Presentational Rubric, part 2

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.

Laura Terrill

120
Laura Terrill

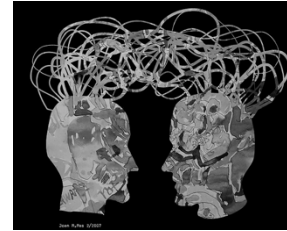
Interpersonal Mode

121

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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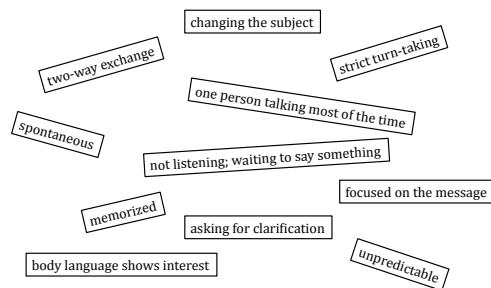
What is your definition of meaningful communication?

122

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Interpersonal Communication is.....

123



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Interpersonal Communication....

124

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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125



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.uu.se/photos/dli/audid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

Laura Terrill

Teach Circumlocution *What's different?*


126



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Ask questions

127




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Ask Questions

128

- In the book "right there" (text explicit)
- In my head "think and search" (text implicit)

- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If....then?
- Who can?
- How did?




Laura Terrill


Raise the proficiency level

129

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always




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Raise the proficiency level

130

Create a sentence that combines the ideas in both images.



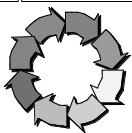
1. but
2. not
3. never
4. and
5. because
6. then
7. always




Laura Terrill

Raise the proficiency level.....

131



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



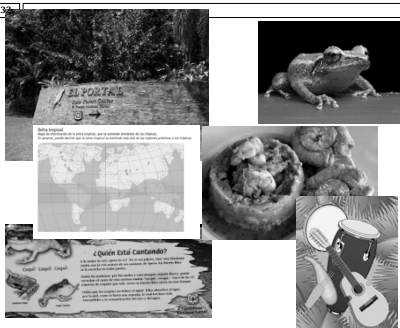
Find out what your partner did last night.
Ask a follow-up question to get more details.

Laura Terrill

Contemporary Life: In Search of the Coquí

EQ: Why do we explore?

132



¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playa" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

Laura Terrill

Do you want to?

133

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

explore a cave

zipline

play in the waterfall

Laura Terrill

Do you want to?

134

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

explore a cave

zipline

play in the waterfall

swim at the beach

snorkel

hike in the rainforest

Laura Terrill

Do you want to?

135

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

swim at the beach

snorkel

hike in the rainforest

Laura Terrill

Do you want to?

136

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

Laura Terrill

Do you want to? Yes, I want to explore the cave. No, It's too hot. I want to go to the beach.

137

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Do you want to.....? I want/don't want...

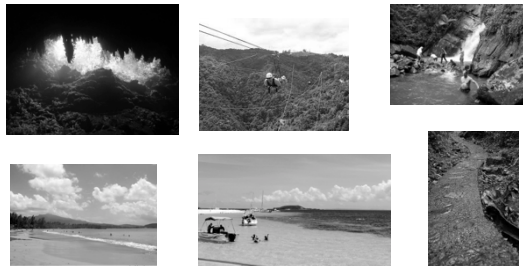
138

- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Laura Terrill

Discuss your vacation plans with your partner.

139



Laura Terrill

Role Play or Skit?

140



Partner A – Great idea to write lesson plans and give up part of a weekend.....



Partner B – Are you nuts? It's the weekend.. ..

Laura Terrill

High Structure Conversations

141

Opinions

- What do you think about_____?
- In my opinion,_____.
- Well, you may be right, but_____.

What happened?

- Have you heard what happened to_____?
- Was it_____?
- Not only that, but_____

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

Laura Terrill

Teach the Language of Discussion / Debate

142

- | | |
|--|---|
| <input type="checkbox"/> I think the author wrote it to teach us about.... | <input type="checkbox"/> I want to expand on your point about.... |
| <input type="checkbox"/> One theme might be..... | <input type="checkbox"/> In my life.... |
| <input type="checkbox"/> I think it means that.... | <input type="checkbox"/> I think it can teach us.... |
| <input type="checkbox"/> In other words..... | <input type="checkbox"/> If I were..., I would have... |
| <input type="checkbox"/> For example.... | <input type="checkbox"/> We can say that.... |
| <input type="checkbox"/> In the text, it said that..... | <input type="checkbox"/> The main theme/point of the text seems to be.... |
| <input type="checkbox"/> One case showed that..... | |
| <input type="checkbox"/> I would add that..... | |
| <input type="checkbox"/> Then again, I think that.... | |

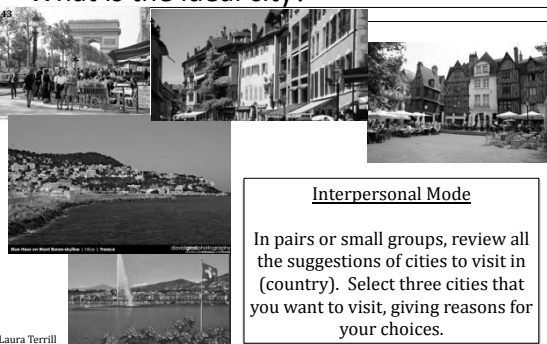
How to Start Academic Conversations
Jeff Zwiers and Marie Crawford
Educational Leadership/April 2009

Laura Terrill

What makes a city special?

What is the ideal city?

143



Interpersonal Mode

In pairs or small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.

Laura Terrill

In Search of the Coquí —Interpersonal Assessment EQ: Why do we explore?

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Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.



- ♦ comment on what you plan to do/see in the rainforest
- ♦ comment on the weather/environment in relation to your plans
- ♦ accept and refuse suggestions for other places saying what you want to do there
- ♦ mention a few foods/beverages you want to have

Laura Terrill

Food and Hunger: Interpersonal Assessment

EQ: How do we eat well? What is hunger?

145

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Laura Terrill

Global Challenges: Home and Shelter

EQ: Why does everyone need a place to call home?

146

Structured Debate



<http://1jour1actu.com/debat/>

Laura Terrill

Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

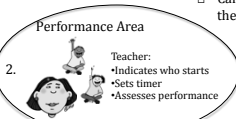
Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

Testing Day

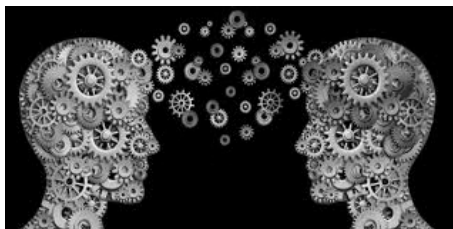
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Laura Terrill

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

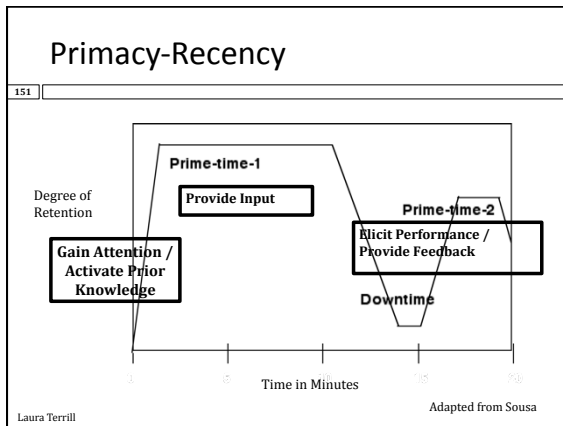


Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.




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Laura Terrill



I DO...WE DO...YOU DO

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	I DO	The teacher: <ul style="list-style-type: none"> • gets the attention of the learner • communicates the learning goal of the lesson • provides comprehensible input • models language use in context
	WE DO	The students: <ul style="list-style-type: none"> • work collaboratively to use language • are supported by peers • gain confidence • receive feedback on performance
	YOU DO	The individual student: <ul style="list-style-type: none"> • demonstrates his/her ability to meet the goal of the lesson

Laura Terrill

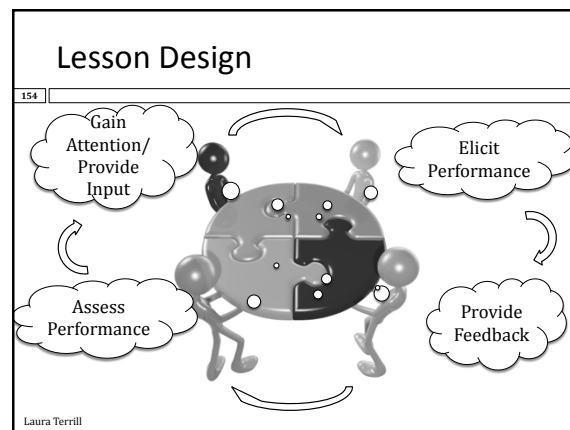
Key Lesson Planning Question

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What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?




Laura Terrill



Living in the City

EQ: What is the ideal city?


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Laura Terrill

Getting Started

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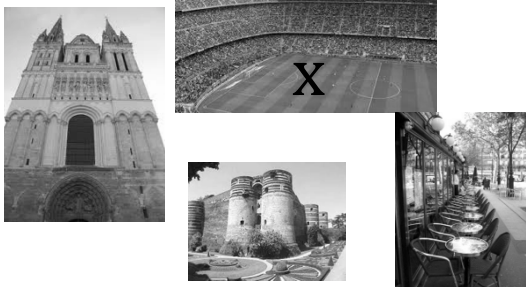


Laura Terrill

Y a-t-il....? Oui, il y a un/une _____.
Non, il n'y a pas de _____.

Places in a city...
There is or there isn't....

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Laura Terrill

Y a-t-il....? un? une? de? _____

Places in a city...
There is or there isn't....

164

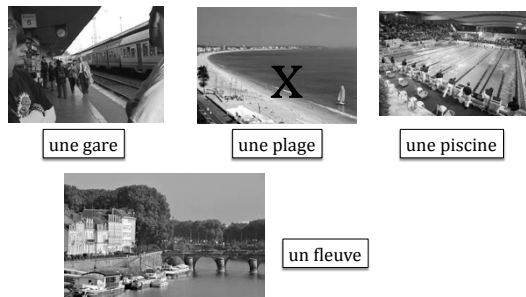


Laura Terrill

Y a-t-il....? un? une? de? _____

Places in a city...
There is or there isn't....

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une gare

une plage

une piscine

un fleuve

Laura Terrill

Ecrivez 3 lieux.

1. une

2.


3.

Y a-t-il (un stade)?
Oui, il y a un stade.
Non, il n'y a pas de stade.

une cathédrale
un stade
un château
un café
une gare
une plage
une piscine
un fleuve

Places in a city...
There is or there isn't....

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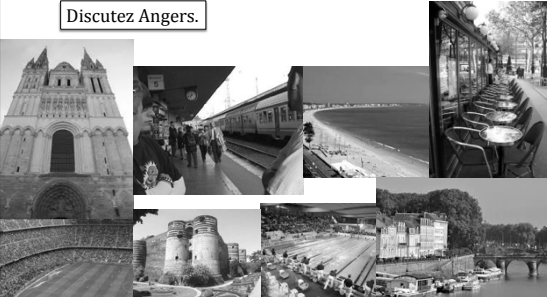


Laura Terrill

Places in a city...
There is or there isn't....

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Discutez Angers.



Laura Terrill


Tu aimes Angers?

Places in a city...
There is or there isn't....

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☐ Oui, parce qu'il y a _____.

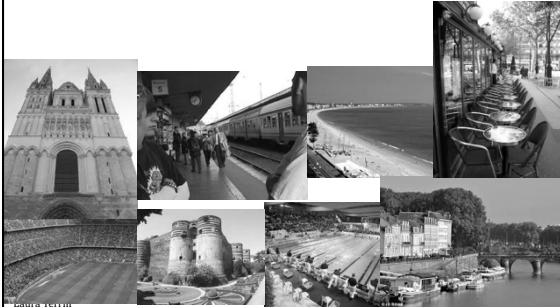
☐ Non, parce qu'il n'y a pas de _____.



Laura Terrill

Tu aimes Angers?

*Places in a city...
There is or there isn't....*



Laura Terrill

Elicit Performance/Provide Feedback

Proof for		Proof against
	Clo a 18 ans. (<i>Clo is 18.</i>)	
	On peut faire les magasins. (<i>You can shop.</i>)	
	Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
	Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

Laura Terrill


Comment est Angers?

J'y vis depuis que j'ai 18ans, (et j'en ai 43)
C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les goûts du baba-cool aux très chic..ecoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus, (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent, il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
voilà ce que je peux te dire..
Bis Clo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

Laura Terrill




Quick Write



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

Laura Terrill

Getting the most out of an anchor text/activity

- How can you best use this text/activity to develop the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

Laura Terrill

The Faces of Me

What determines identity?
Who is the "real" me?

HERO HERO ANTI HERO ANTI HERO

HI! I'M THE REAL ME!

No soy flaca, no soy gorda. No soy pequeña, ni grande. Tampoco soy complicada, ni alta, tampoco soy baja. No soy moderna, ni retro. No soy normal, ni simple. No soy fácil, no soy difícil, no soy barata o sobregalada. Tampoco clásica. No soy perfecta, pero...

EXTROVERT VS. INTROVERT

¿Qué define nuestra identidad?

UI PREND DES SELFIES

54% FEMMES 46% HOMMES



What might you do in the interpretive mode?

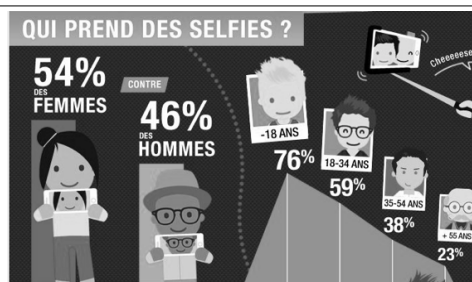
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What might you do in the interpretive mode?

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What might you do in the presentational mode?

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Take a selfie. Post it on class page. Write about your selfie. What does it say about you? What isn't revealed?

Laura Terrill

What might you do in the interpersonal mode?

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Visit the class site. Read the descriptions. Post a couple of questions about 4 or 5 of the selfies. In class, mix and mingle. Share your selfies. Ask and answer questions to find out more about a person and their selfie.

Laura Terrill

Personal and Public Identities: Do you see what I see?
What determines a person's identity? Who is the "real" me?

179

Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotyping in their own lives and consider how the media contributes to stereotyping. They will create and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves.



Laura Terrill

Brainstorm vocabulary, create questions

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<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>

Laura Terrill

Before Reading: Prediction

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- Students write:
 - headline
 - photo caption
 - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.
- Students read the actual article and compare.
- They add useful vocabulary to personal vocabulary.

Laura Terrill

During reading

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- Students read the actual article and compare to their versions.
- They work with ACTIVE strategies as they read.
- They add useful vocabulary to personal vocabulary.

ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

Laura Terrill

El video más peligroso: un joven se graba mientras es perseguido por toros

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Un joven en EE.UU. capturó en su teléfono inteligente el momento en el que estaba siendo perseguido por varios toros mientras participaba en un encierro.

El chico, llamado Christian, presume de haberse tomado el 'selfie' más peligroso que se haya capturado jamás. El muchacho decidió filmarse a sí mismo con su teléfono móvil mientras participaba en el Houston Bull Run, un evento que se celebra en Texas y que recuerda a los encierros que tienen lugar durante las fiestas de San Fermín en Pamplona, España.

Uno de los espectadores fotografió al muchacho en el momento en el que el joven corría y se grababa, y colgó la imagen en el portal [Reddit](#). Más adelante, otro internauta compartió un enlace al video que grabó Christian con su 'smatphone'.

Laura Terrill

Extend to other modes

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Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the "dangerous" things you have done.

Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

Laura Terrill

What is important to you?

185

Four

Two

One

--

Laura Terrill

Workshop Goals:

186

1. Determine meaningful standards-based contexts for learning
2. Explain the differences between performance and proficiency and keep both in mind when designing performance tasks and consider strategies for feedback
3. Implement strategies for each mode of communication and
4. Design lessons to maximize student learning

Laura Terrill

"If you want to feel secure,
Do what you already know how to do."

If you want to be a true professional and continue to grow...
Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite know what you're doing, know you're growing!"

Madeline Hunter 1987

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